
Tennessee's Revised Accountability Workbook

The Background:

The U.S. Department of Education and the State Board of Education approved revisions to Tennessee's Accountability Workbook in 2004. This Workbook explains how Tennessee will hold all schools and districts accountable for student performance. Tennessee's Accountability Workbook meets the requirements of the *No Child Left Behind Act of 2001* and the State's Education Improvement Act.

In Summer 2004, Tennessee applied the approved accountability formula, referred to as adequate yearly progress (AYP), to identify schools and districts based on data from school year 2003-2004. After analyzing the results of applying the revised AYP model, reviewing other state's Accountability Workbooks, and responding to new federal flexibility, the Department proposed to the U.S. Department of Education a set of amendments to the State's Accountability Workbook. The State Department has negotiated these proposed amendments with the U.S. Department of Education and the result is summarized in the attached chart. The approved Accountability Workbook has been revised to reflect these amendments and is presented to the State Board of Education for approval.

As a requirement of No Child Left Behind, the Department solicited input from the Title I Committee of Practitioners on these proposed amendments. In addition, the proposed amendments were also shared with local educators across the state for input.

The adequate yearly progress model approved in the revised Accountability Workbook will be applied to schools and districts for the first time in Summer 2005 based on data from school year 2004-2005.

The Recommendation:

The Department of Education recommends adoption of the revised Accountability Workbook on final reading. The SBE staff concurs with this recommendation.

SUMMARY OF PROPOSED AMENDMENTS TO TENNESSEE'S ACCOUNTABILITY WORKBOOK Spring 2005

Original Policy	Proposed Revision	Justification	Negotiated Amendment
The graduation rate is calculated from the same year data as the other high school academic indicators (Gateway Math, Gateway English, and 11 th grade writing assessment).	Tennessee will use the previous year's graduation rate instead of the current year's data. The calculation of the high school AYP academic data from the Gateway tests and 11 th grade writing will be based on the most current year data while the calculation of the graduation rate for AYP will be based on the previous year's data. (See chart on page 4.)	Tennessee has faced challenges in providing districts with AYP calculations in the timeframe required by No Child Left Behind (NCLB). One of the biggest obstacles has been the calculation of the graduation rate. This is because districts often have summer school programs which allow seniors to complete the coursework necessary for a regular diploma within the "standard number of years." By lagging the calculation by one year, the Department will be able to avoid this obstacle and provide districts with their AYP determinations within the required timeframe.	Approved.
The graduation rate is calculated from the same year data as the other high school academic indicators (Gateway Math, Gateway English, and 11 th grade writing assessment).	To transition into the process of lagging the graduation data for AYP determinations, the State will use the event drop-out rate for school year 2004-2005 instead of the graduation rate. (See chart on page 4.)	Tennessee does not want to hold districts accountable for the same year's data two consecutive years. If the State were to implement the amendment to lag the high school graduation rate data for one year with the AYP determinations for school year 2004-2005, the State would be using the same graduation rate in the 2004-2005 AYP determinations as it used in the 2003-2004 AYP determinations. To remedy this and ensure that the State can meet its commitment to provide districts with 2004-2005 AYP determinations before school starts in August, the State is proposing to use the event drop-out rate for 2004-2005, which is available at the end of the 2004-2005 school year, to calculate AYP status of schools and districts.	Approved.

As required by NCLB, Tennessee has used the additional indicator for high schools, the graduation rate, in its calculations for Safe Harbor.	Tennessee will use the graduation rate for calculations for Safe Harbor for these subgroups: all students, white, black, Hispanic, Asian, and Native American Indians. Beginning with school year 2004-2005, Tennessee will use the event drop-out rate as the additional indicator for calculation of Safe Harbor for these three subgroups: students with disabilities, English language learners, and economically disadvantaged students. For the calculation of Safe Harbor for school year 2004-2005 only, the State will use the event drop-out rate for all students and the five race/ethnic subgroups. Beginning in 2009-2010, the state will use the graduation rate for calculations of Safe Harbor for all required subgroups. (See chart on page 4.)	In 2005-06, Tennessee student-level information system (EIS) will be fully implemented. At this time it will begin tracking individual students longitudinally to allow for calculation of graduation rates according to the methodology recommended in the November 2004 final report of the NISS/ESSI Task Force on Graduation, Completion, and Dropout Indicators. Beginning in 2009-10, Tennessee will be able to calculate the graduation rate according to this report for all required subgroups. Currently, the state can only calculate graduation rates by race/ethnicity subgroups. Because of this until 2009-10, the state will use an alternative additional indicator for high schools, the event drop-out rate, for purposes of Safe Harbor as it applies to students with disabilities, limited English proficient students, and economically disadvantaged students only.	Approved.
For limited English proficient (LEP) students, Tennessee plans to use an alternate assessment that is aligned with grade level content standards in reading/language arts and math starting in school year 2004-2005.	Tennessee will implement an alternate assessment for LEP students in reading/language arts in school year 2004-2005. Tennessee will delay the implementation of an alternate assessment for LEP students in math.	Tennessee has not been able to develop an alternate assessment for LEP students in math.	Approved.
Tennessee applies the 1% flexibility provision at both the district and state level for the inclusion of proficient scores on the alternative assessment for students with disabilities held to alternative standards.	Tennessee will implement the new “interim” flexibility that Secretary Margaret Spellings has proposed. By committing to adopting modified achievement standards for additional 2% of students with disabilities, Tennessee is eligible to adopt a proxy measure to calculate adjusted proficiency rates for the students with disability subgroup. Based on guidance from the U.S. Department of Education, Tennessee will add 13 percentage points to the students with disabilities cells for reading/language arts and math proficiency for purposes of determining AYP in schools where only one or both of these cells did not meet academic targets.	Tennessee supports the new Secretary’s proposal to increase the flexibility in AYP determinations for students with disabilities subgroup.	Approved.

Tennessee used a augmented norm-referenced test in grades 3-8.	Tennessee uses a criterion-referenced test for content areas in grades 3-8.	Tennessee wants to provide a more efficient testing system that requires less classroom time for administration.	Approved.
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AYP Year	2004	2005	2006	2007	2008	2009	2010	2011
School/District Additional Indicator for AYP	2003-04 Graduation Rate (NCES definition; aggregate dropout data)	2004-05 Event Dropout Rate (aggregate dropout data)	2004-05 Graduation Rate (NCES definition; aggregate dropout data)	2005-06 Graduation Rate (NCES definition; aggregate and individual dropout data)	2006-07 Graduation Rate (NCES definition; aggregate and individual dropout data)	2007-08 Graduation Rate (NCES definition; aggregate and individual dropout data)	2008-09 Graduation Rate (NCES definition; aggregate and individual dropout data)	2009-10 Graduation Rate (Longitudinal cohort definition**; all individual student data)
Subgroup Additional Indicator for Safe Harbor (race/ethnicity)	2003-04 Graduation Rate (NCES definition; aggregate dropout data)	2004-05 Event Dropout Rate (aggregate dropout data)	2004-05 Graduation Rate (NCES definition; aggregate dropout data)	2005-06 Graduation Rate (NCES definition; aggregate and individual dropout data)	2006-07 Graduation Rate (NCES definition; aggregate and individual dropout data)	2007-08 Graduation Rate (NCES definition; aggregate and individual dropout data)	2008-09 Graduation Rate (NCES definition; aggregate and individual dropout data)	2009-10 Graduation Rate (Longitudinal cohort definition**; all individual student data)
Subgroup Additional Indicator for Safe Harbor (ELL, SWD, Economically Disadvantaged)	not available	2004-05 Event Dropout Rate (individual student data - EIS)*	2005-06 Event Dropout Rate (individual student data - EIS)	2006-07 Event Dropout Rate (individual student data - EIS)	2007-08 Event Dropout Rate (individual student data - EIS)	2008-09 Event Dropout Rate (individual student data - EIS)	2009-10 Event Dropout Rate (individual student data - EIS)	2009-10 Graduation Rate (Longitudinal cohort definition**; all individual student data)

* Limited to districts/schools with accurate data reported to EIS.

** Draft definition: Numerator = Number of students from cohort A who graduate with a regular diploma in 2008-09 + Number of ELL and SWD students from cohort A who graduate with a regular diploma in 2009-10; Denominator (Number of students in Cohort A) = Number of first-time 9th graders in 2005-06 + transfers in – transfers out – exclusions

Note: Aggregate dropout data used in the graduation rate is data that LEAs report to the state in aggregate form. As it becomes available, TDOE will use individual dropout data from EIS to replace this aggregate data. For example, the 2005-06 graduation rate will include 9th, 10th, and 11th grade dropout data from aggregate data collections and 12th grade dropout data from EIS.